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ABSTRACT

In this paper, the development and the first three months of a reading program in which university students tutor junior high school students with reading skill deficiencies are described. In section 1, an introduction, the literacy problem that exists in the United States and the basic rationale for the tutoring approach as a solution to this problem are briefly discussed. In section 2, the development of the tutoring program is described, and some of the problems involved in coordinating efforts between a university and a public school are outlined. In section 3, an overview of the program is provided, the tutors and the students are described, and the program is detailed. In section 4, an objective evaluation of the program based on personal observations, observations of tutors, and the statements of students is presented. In section 5, recommendations for improvements in the program are made. (RB)

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THE ORGANIZATION AND DEVELOPMENT OF A TUTORIAL READING PROGRAM FOR JUNIOR HIGH STUDENTS

A Plan B Paper

Submitted to the Faculty of the Graduate School

of the University of Minnesota

by

Judythe A. Pearson

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SECTION ONE

This paper describes the development and the first three months of a program in which University students tutor junior high school students seriously deficient in reading skills. This introductory section briefly discusses the literacy problem that exists in the U.S., the current interest in tutoring as a solution to this problem, the basic rationale for the tutoring approach, the range of tutoring programs which have been attempted, the limitations of the literature available, and the rationale for this paper. This section also includes a detailed outline of the remainder of the paper.

The Literacy Problem in the U.S.

In their recent book Basic Studies in Reading, Harry Levin and Joanna Williams state the obvious but critically important fact that "reading is without a doubt one of the most important and essential skills that a child must learn. Lacking the ability to read, a child cannot be successful in school...." (Levin and Williams, 1970). Yet the situation in the U.S. today, according to former U.S. Commissioner of Education Allen, is such that "the shocking presence of 11 million crippled readers contaminates virtually every aspect of education" (Allen, 1970).

One may object to the Commissioner's pathological metaphor, but the presence of a problem of near monumental proportions cannot be denied. Furthermore, it rapidly becomes obvious that

the problem is one with which the professional teaching corps simply cannot cope given the competing demands on its time. These "crippled readers" are relegated to the "bad student--slow learner" class and then largely written off--not out of malice or even necessarily from lack of concern, but out of the pressures of understaffed and overcrowded schools.

Tutoring as a Solution to the Literacy Problem

Tutoring has been espoused as a possible answer to the problem. Commissioner Allen saw it as the solution to juvenile illiteracy (Allen, 1970). The National Reading Council has been working to recruit and train a massive corps of tutors to fight illiteracy in both juvenile and adult populations. Its chairman, Walter W. Straley, has said, "We need 10 million tutors by the end of the 1970s" (Straley, 1971).

The attraction of tutoring as a possible solution lies in two facts. First, it is the only logistically feasible way of handling a problem of this proportion--a problem wherein 11 million people need intensive personalized teaching. It is unrealistic to expect or hope that the schools themselves can handle the problem. In short, tutoring marshalls the resources of the community to the fight against illiteracy.

The second reason is equally critical. Tutoring is attractive because it works. In almost every tutoring program described, marked improvement has been evidenced by students who were previously unable to read or who were unable to read effectively.

Some of these studies and their shortcomings will be dealt with later.

Rationale for the Tutoring Approach

The theory underlying tutoring is that if a student has experienced any one or a number of the causative factors in failing to learn to read--poor teaching methods, oversized classrooms, prejudiced teachers, an irrelevant curriculum, outmoded linguistic styles, or other learning deprivation--then individual help in reading should yield success in learning to read (Raim, 1973).

Tutoring offers opportunities for success to the remedial reader who is all-too-familiar with failure. Because the tutor has only one child, or, at the most, a few children, he has the emotional energy to be responsive and committed to each one. He can provide encouragement, easy learning tasks, and a reading program which is realistic and meaningful in terms of each child's potential.

In her Guidebook for the Volunteer Reading Teacher Lenore Sleisenger states that if there is any single magic ingredient in the tutor-student relationship, it lies in the relationship itself. "The cumulative failure that the student will have experienced will be offset most effectively when self-confidence evolves from the awareness that--at last--someone cares how well he does and is available to provide specific help" (Sleisenger, 1965).

Marion Monroe, coauthor of Foundations for Reading, once spoke of the three Rs of remedial reading--relationship, release, and reeducation. She reminds us that the "average" remedial reader is a frustrated individual. Most likely, this frustration has accumulated over a number of years in his unsuccessful attempts to improve his reading. He needs to be given a fresh start. According to Monroe, the first step is building a relationship of mutual respect between tutor and student. The release comes when the student feels relaxed and secure enough to devote his energies to learning to read. The reeducation is the teaching process, and it can only be successful if the previous Rs have been established (Monroe, 1964).

Range of Tutoring Programs Attempted

When looking at records of previous attempts at tutoring programs, one sees that their principle differences lie not so much in content or objective but in who actually does the tutoring. The one-to-one teacher/student relationship has utilized such special "teachers" as older nonachieving students (Mobilization for Youth, 1964), retired golden agers (Cowen, et al., 1968) and "teacher-moms" (Donahue and Nichtern, 1965). Most programs can, however, fit into one of three categories--those that use volunteers of varied background as tutors, those that use peer tutors, and those that use university students.

A few of the programs in the "varied background" category are worthy of note. Pearson and Schoeller describe a program in Milwaukee which is comprised of twelve centers, each serving as a headquarters for volunteer tutors who work with students referred to them by neighborhood schools. The program shows impressive gains in reading performance and attitude (Pearson and Schoeller, 1970).

Niedermeyer and Ellis developed and revised a program for training nonprofessionals to be effective tutors for kindergarten reading instruction. Behavioral objectives for tutors were based on reviews of literature and later modified after a four-week tryout of the program (Niedermeyer and Ellis, 1970).

Hill and Tolman discuss volunteer tutoring by parents, older pupils, and interested adults as a workable and inexpensive alternative to remedial reading programs. They conclude that a large-scale tutorial project for middle-school children resulted in noticeably improved attitudes toward school and measurably greater gains in reading (Hill and Tolman, 1970).

Most of the discussion of the role of the tutor in teaching reading, however, deals with peer tutors. Thelen reports that peer tutoring seems to work wherever it is tried. The benefits to participants are numerous: increased academic skills, improved self-concept and personal adjustment, more positive attitudes, and new interests and commitments. He describes some unique elements in peer tutoring situations which are helpful in explaining these apparent benefits (Thelen, 1970).

The perceptions of the peer tutors themselves is the subject of an article by Warner who provides descriptions of two programs in the Los Angeles area, along with a fascinating history of peer tutoring in this country (Warner, 1970).

In their studies on reading and the self-concept, Kokovich and Matthews hypothesized that students with poor self-images would gain some degree of self-confidence and improved feelings about themselves if they were given opportunities to help others to learn and to succeed. Data on self-concepts through preprogram and post program testing of five boys, as well as teacher observations and interviews with the boys at the conclusion of the program, provided objective evidence that students were successful in improving their self-image and their reading as a result of participating in the program. This hypothesis was further supported by a significant decrease in their misbehavior (Kokovich and Matthews, 1971).

Landrum and Martin describe a program which requires tutors to be (1) at least two years below grade level on standardized reading tests, (2) high school dropouts or potential dropouts, and (3) from low income families (Landrum and Martin, 1970).

There are descriptions available of programs in which secondary school students tutored younger children who were experiencing reading difficulties. In a San Francisco high school, students tutored for credit in a volunteer program (Goodman, 1971). In another city, students from designated

poverty areas gained in reading skills as they tutored retarded readers (McWhorter and Levy, 1971). The most consistent conclusion in all of these tutoring situations is that the greatest benefits accrue to the tutor rather than to the tutee.

In a study by Nuhn and Shaver university students presented another available but often neglected resource that could be utilized by a tutorial project. The effectiveness of tutoring underachievers in reading and writing at the fourth, seventh, and tenth grade levels was measured. Substantial end-of-year gains (though how substantial we do not know) were produced by tutoring, and these were sustained two years later for subjects tutored as seventh and tenth graders. In the training of prospective tutors, the emphasis was on understanding the underachiever, diagnosing reading difficulties, and utilizing the interpersonal relations of the tutorial setting to arrive at and pursue remedies for each student's shortcomings. This study showed that tutoring can also be effective in an economical arrangement in which the tutor has two or three students (Nuhn and Shaver, 1970).

Limitations of Literature Available

The problem of documentation is one that plagues reports on tutoring programs. Hill and Tolman note that while tutoring provides maximum utilization of human resources and has had a positive impact in most situations, tutorial situations are such that systematic data to confirm the claimed effects are

rarely gathered (Hill and Tolman, 1970). Also, McWhorter and Levy draw the cautious conclusion that if obvious results of tutoring programs were substantiated by more closely controlled research, these results could lead to a practical approach to the improvement of reading (McWhorter and Levy, 1971).

It is indeed unfortunate that, although much has been written about the positive relationships that exist between tutoring and improvement in reading, there is a dearth of material which examines and describes in detail the results on which these claims are based. An ERIC search of unpublished literature, complete through March 31, 1973, produced numerous reports investigating the effects of tutoring on reading achievement, a number of guides for tutors, and several overviews of tutoring projects. There were, however, only a few descriptions of tutoring programs which detailed not only the work of tutors but the results obtained. Similarly, published literature yielded gross descriptions and endorsements, but only a few adequately designed research studies.

Admittedly, the picture is not entirely bleak. The studies described above, and especially those of Shaver and Nuhn, Pearson and Schoeller, and Warner, contain competent descriptions of the programs and documentation of results. Generally speaking, however, there is a need for detailed descriptions, not only of procedures but also of problems, limitations, and documented results, so that each successive

person attempting to establish a tutoring program does not have to "re-invent the wheel" but can profit from the experiences of others.

Rationale for this Paper

The purpose of this paper is basically two-fold. First, it is an attempt to describe a tutoring program which is, in some sense, unique. Its uniqueness derives from the fact that it is an integral and on-going part of the curriculums in both a public junior high school and a university. This arrangement has the advantage of providing the school with a steady pool of tutors and gives to university students specializing in reading the invaluable experience of having participated in a tutoring program.

The second purpose is to detail as completely as possible the procedures of and problems and limitations faced by the program in its first four months. Insofar as the first group of students has not, at the time of this writing, completed the program, results will be limited to those obtained in medial testing, together with a more extensive subjective evaluation. The results of final testing and documentation of objective data will be included in a subsequent paper.

This paper is divided into five sections. Section One is this introduction. Section Two describes the development of the program and outlines some of the problems involved in coordinating efforts between a university and a public school.

Section Three gives an overview of the program, describes the tutors and the students, and details the strands of the program. Section Four presents an objective evaluation of the program based on personal observations, observations of tutors, and statements of students. Section Five makes recommendations for changes, including those that would facilitate better monitoring systems and descriptions more complete than this one, and suggests extensions of the program.

SECTION TWO

In his recent article, "IQ, Learning and Reading Achievement," S. Jay Samuels has this to say, "If our public schools are to be held responsible for both success and failure in reading, they should share this responsibility with our colleges and universities, which train our teachers and which are better equipped to do the research necessary to provide answers to questions on the pedagogy of this subject matter." He chastizes the university researchers and subject matter experts for separating themselves from the instruction in school systems and the public school people for their unwillingness to seek help from the university. It has been shown over and over again, he argues, that learning is facilitated when these two institutions work together. "What is needed," he believes, "are close cooperative partnerships between our public schools and our universities for the purpose of bringing literacy to all" (Samuels, 1974).

This section describes one attempt at the kind of cooperative partnership between public school and university that Samuels deems necessary for learning to take place. It details the background and development of a tutoring program, covering a period of approximately one year. It includes descriptions of and comments on the relationships between the public school and the university cooperating in the program, the construction of

the physical facilities housing the program, the loosely structured precursors of the present program and what was learned from them, the proposals and funding that established the program, and the problems involved in actually setting up the program.

The Reading Center

Peik Hall, the facility in which the tutoring program is housed, was built as a University of Minnesota laboratory school in 1960 and served as a University school until 1968. At that time the lab school was closed; Peik Hall, however, continued to be used for secondary school classes by Marshall-University High School, a public school two blocks from Peik Hall. Some loosely structured relationships between the University of Minnesota and Marshall-University High School were established. These included budgetary agreements, space-use agreements, and some agreements involving University students practice teaching at Marshall.

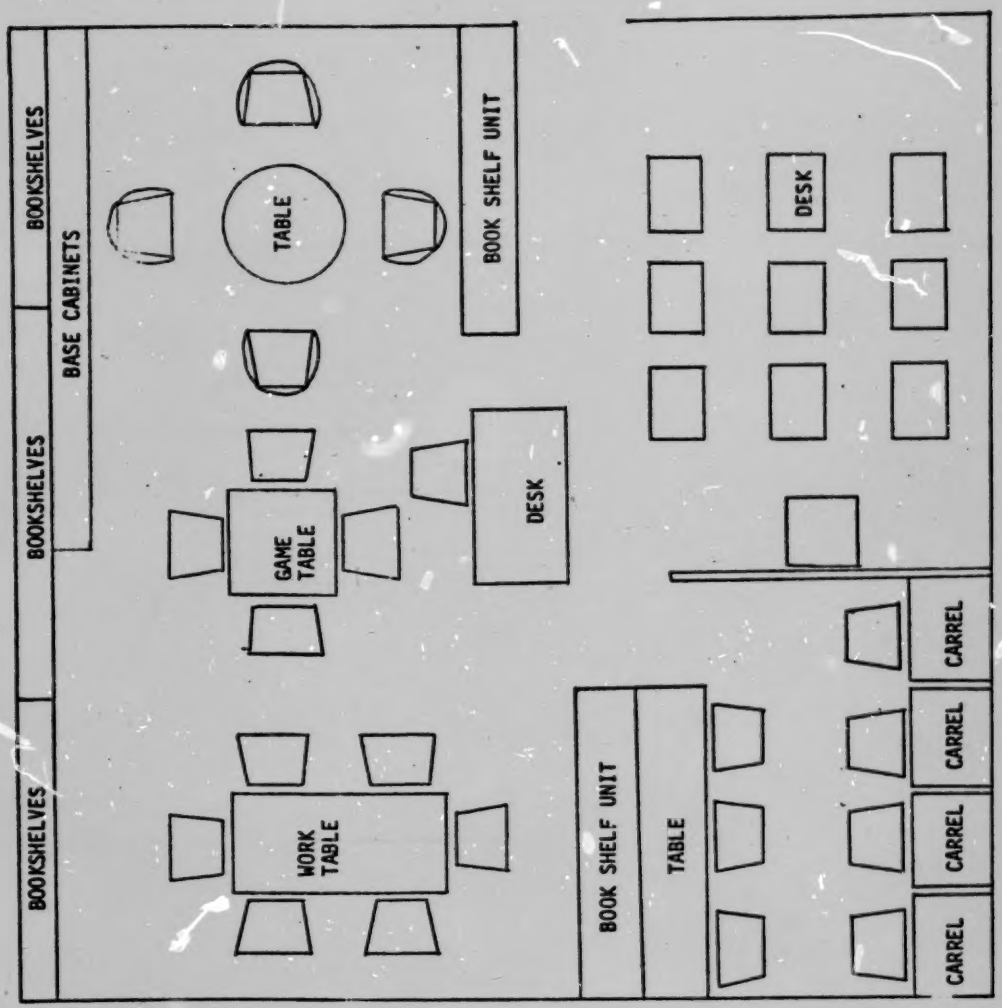
In the fall of 1971, the faculty in the University Elementary and Secondary Education Departments recognized the need for a reading materials center to serve as a library and a resource center for University students and began investigating possibilities for establishing such a center. With space and money at a premium, a proposal was drafted for the conversion of one of the classrooms in Peik Hall into a reading center to be used jointly by Marshall and the University. For Marshall,

the center would serve as an efficient and effective remedial station for junior high students, and for the University, it would provide opportunities for graduate and undergraduate students to tutor junior high school students who needed help in reading. Actual construction took place during the spring and summer of 1972, and the Reading Center opened during fall quarter, 1972. The diagram on page 14 shows the completed facility.

During the school day, the Reading Center is used by the Marshall faculty and students for remedial reading classes. For this purpose, it provides shelves well-stocked with instructional materials and a pleasant atmosphere optimally conducive to small group and individual learning. During late afternoons and evenings, the Center is used by University students as a reading resource library. Resources available include (1) elementary and secondary basic reading series, (2) easy reading-high interest books, (3) reading games and kits, (4) reference books, (5) skills books and workbooks, (6) supplemental readers, and (7) audio visual equipment. As shown in the following diagram, physical features include separate areas for small group instruction, carrels, a carpeted floor, easy chairs for pleasure reading, and spaces for using audio visual devices.

In addition to serving the above purposes, the establishment of the Reading Center has contributed to the development of a

DIAGRAM OF READING CENTER



teacher training program in secondary reading. Courses have been incorporated into the University curriculum which make it possible for pre-service secondary education majors to choose reading as a supporting field in their program; a parallel program enables graduate students to complete a Master of Arts degree with an emphasis in secondary reading. In order to gain practical experience, students in these programs work individually with Marshall students who need help in reading, using the facilities of the Center. This arrangement is beneficial to both parties because it provides University students with opportunities for working with junior high students who, in turn, profit from this added input to their reading instruction.

The Initial Tutoring Program

Tutoring of Marshall students by University students began in the fall of 1972 with the intention that this was to be an ongoing program involving approximately six tutors each quarter. In this preliminary program, each tutor worked with one student three hours a week. The students were selected from among seventh and eighth graders already enrolled in Marshall remedial reading classes housed in the Reading Center. The tutoring was intended to include detailed diagnostic procedures and the planning of an individual program for each student. The tutors kept a journal on daily activities, submitted semimonthly reports, and met in a weekly seminar to discuss problems, successes, and failures.

Despite a good deal of planning and great deal of time spent by the tutors and their University supervisors, the program was marked by the lack of direction and organization which is characteristic of many of the tutoring programs described in the introduction to this paper. Noticeably absent in the program were the following areas: (1) an adequate training program to prepare tutors, (2) a definition of the program that clearly outlined specific goals for the students being tutored, (3) the provision of sufficient diagnostic material for the tutors to use, and (4) the instruction for tutors on how to build an individual program based on the diagnosis of the student's strengths and weaknesses.

Problems also arose and persisted over which University personnel had little or no control because of the difficulty of establishing communication with the public school teachers and administrators. These problems included tardiness, truancy, classroom climate, and the absence of structured lessons and definite goals on the part of the Marshall teacher, with the resultant difficulty of providing coordination between the students' tutoring activities and their regular classroom activities. All of these made progress frustratingly slow and almost impossible to chart in any tangible form. Flexibility, tolerance, curiosity, determination, and a consistent desire to help on the part of the tutors did produce positive results; however, most of these were probably in the affective domain. The tutors felt they had gained a valuable experience in

working with a remedial reader on a one-to-one basis, and the students also appeared to have benefited from this close relationship.

The Tutorial Setting

It is important at this point to describe the interpersonal relations of the tutorial setting in order to know what was done by the tutors and how their attitudes, concerns, and activities affected the progress of the students.

How the tutor feels about his student has to be one of the most important factors affecting the self-concept and achievement of his student. If the tutor feels his student can and will achieve, then the student will be more successful. Conversely, if he believes that his student cannot be expected to achieve much, than this will, as in the self-fulfilling prophecy, affect his student's performance negatively (Glock, 1972).

Despite the unsureness they felt of themselves, of their materials, their methods, and their ability to reach the student, the tutors undertook their tasks with enthusiasm, diligence, and sincerity. They spent three class periods a week with their students helping them with special reading skills, inventing reading/word games, and generally encouraging them to read more fluently. And they were always engaged in the "humanization" process--asking themselves questions such as "Is this what Willy/Robert/David needs?" "Am I helping him

in the way he needs to be helped?" "Does he want to be here?" "How can I help him to read better?" The process of finding solutions and ways for the complex problem of remediation was, for the tutors, at least as important as the final answers or solutions themselves.

The development of feelings of loyalty or responsibility for the program was important for the tutors because of the unrewarding nature of many of their assignments. The students who had been recommended for tutoring were those who had not been very successful learners in ordinary classroom situations, and it was never certain that individual help was going to result in improvement either. Although they were looking for signs of progress, the tutors were not prepared for success and were ready to expect many hours when they would not observe change in their students.

Besides demonstrating a sincere liking for their students, the tutors tried to guide each student toward having as many successful experiences as possible. They took special opportunities to praise pupils for their successes and to provide instances where the student would also receive praise from the classroom teacher. Each student was given the freedom to explore, discover, make mistakes, try again, and succeed. As can be deduced from the reading of the tutors' journals and talking to them, part of their basic aim, in various degrees, was realized. Their students did come to know that reading can be fun.

The one-to-one relationships resulted in the behavior modification of some students. For example, one boy, Carl, changed from a disruptive, rebellious truant in the classroom to an eager learner during his tutoring sessions. Another student reacted positively to the tutoring sessions because the represented interesting reading. At the beginning of the quarter, Fred, seemed apathetic, showing little interest in anything. At the end, he and his tutor were reading together for as long as an hour at a time because he didn't want to leave the story.

Future Goals for the Tutoring Program

During these initial stages, all those involved in the program were constantly aware of the problems which would hopefully be alleviated the next quarter and the following year. It was hoped, for example, that a better environment for tutoring could be arranged. Tutors entered the reading classroom at different times during the day to work with their students. Students who were not being tutored frequently teased their friends for needing a tutor. This peer pressure often resulted in negative attitudes with which the tutors had difficulty in dealing. It became apparent that if all tutors met with their students at the same time and that if each student in the class had a tutor, students would be more cooperative and willing to learn.

Tardiness and truancy were other problems which needed to be resolved for the future success of the tutoring program. It was hoped that tutors and director could work more closely with the reading teacher and obtain some assurance from the public school administration that the students would arrive at their sessions on time, have a minimum of absences, and respect the discipline of the tutoring sessions.

It was also hoped that the following year would see a reading tutorial program where unity would be discernible so that University students could direct their efforts toward definite and obtainable goals. With a well-conceived set of minimal standards and a wealth of enthusiasm and materials, it was deemed possible to set forth objectives of a tutoring program for junior high students with reading problems--one that would be not only theoretically sound but also feasible and appropriate.

Proposals and Funding of the Program

Definite plans for the present program were begun approximately a year ago with the submission of a National Institute of Education proposal to investigate one method of teaching non-reading seventh grade students to read simple material (Graves, 1973). This method, called the Dale Sequence, is described in detail in Section Three. The subjects for the proposed research were to have been seventh graders from Marshall who had scored below the second grade level on the vocabulary

and comprehension subtests of the Gates-MacGinitie Reading Tests--Survey D (Gates and MacGinitie, 1965). These students were to have been further tested with a fifty item vocabulary test of words on the Dale List of 769 Words (Dale, 1931). Six students scoring below 40% on this test would then have been selected for the project.

These students would have met daily for 45 minutes with the project teacher, who would have systematically taught the words on the list. A variety of activities including teacher-led group instruction, teacher-led individual instruction, peer instruction, paper and pencil exercises, and games would have been used in teaching the words. The individualization in the program was to have been the rate at which each student mastered the list of words. The criterion for mastery was to have been instant recognition on a tachistoscopic device.

The project teacher was to have kept a detailed daily journal chronicling the activities and progress of each student. This journal would then have been used to provide the data for a case study; the case study, along with objective test data, would have comprised the final report on the project.

Three hypotheses formed the rationale for this project:

1) Non-readers must be given immediate success in reading easy materials.
2) Direct teaching of 769 most frequently used words is for them one way of arriving at the point at which they can begin to read.

3) The most efficient means to teaching this vocabulary is to group the words on the basis of similarity of letter-sound correspondences and to sequentially introduce the words exemplifying these letter-sound correspondences (Graves, 1973).

In June it was learned that NIE funds for this program would not be granted. Subsequently, plans for the program were revised; one of the most significant changes was the decision to use University tutors instead of a single project teacher. Another proposal, incorporating the decision to use University tutors, was submitted simultaneously to the Minneapolis Teacher Center which agreed to fund it for $9,000. The University decided to offer a course in tutoring secondary students in reading and the program is now part of a University effort that has thus far totaled $30,000. The University offers the tutoring practicum every quarter and provides a practicum director and a coordinator who are responsible for the training of the tutors and the administrative aspects of the program.

Problems in Setting Up the Program

Securing students for the program proved to be a difficult task. Screening began during the first week in June when the program director and coordinator visited the elementary schools in the area in an attempt to interview students and remedial reading teachers. Difficulties arose with testing when students who had been recommended for the program were absent or otherwise unavailable. During this time the director and coordinator also met regularly with the Marshall staff to discuss which students

could best be served in the tutoring program. These efforts were not particularly successful because a number of students were enrolled in another program, Alternate Learning Environment (ALE), which was designed for somewhat the same purposes as the tutoring program.

Six students, only four of whom met the qualifications of the program, were finally chosen with the intention of selecting the additional students needed from among the urban transfers, those students from the center city of Minneapolis bussed to Marshall for integration purposes. These students would not be identified until the beginning of school in the fall. It was decided that tutoring would begin when Marshall classes began and at that time, the remaining two students would be selected and final details arranged.

During the last week in August, two weeks before the opening of school, the coordinator of the program began attending teachers meetings at Marshall to confirm registration for the six students already scheduled in the program and to register the urban transfers. These efforts were largely unsuccessful and no more students were registered. The six registered students failed to attend tutoring classes during the first week of school because it was only at this time that the coordinator was informed of the necessary procedure of sending letters to the parents before the students could attend class. Letters were sent, and during the second week of

school, four of the six students arrived. The fifth student went to ALE, and the sixth student was placed in another program for unknown reasons. During this time, which constituted the first two weeks of the University quarter, four of the eight tutors were still waiting for students. Almost daily conferences with the Marshall staff resulted in the arrival of a fifth student during the fourth week of school and a sixth student during the sixth week of school. Two more students were needed to complete the attendance requirements and they were admitted to the program during the last eight weeks of the quarter. Although these students needed some help in reading, they would not have been taken into the program if students with more serious problems had been available.

Conclusion

While Samuels is obviously right in asserting that close cooperative partnerships between public schools and universities are necessary, what has been said here makes evident the difficulty of establishing such relationships. Articulation, cooperation, and communication are required by both sides to make any joint effort, especially perhaps, a tutoring program, successful. Unfortunately, these attributes were very difficult to achieve during the program being described.

SECTION THREE

The core of literature on tutoring programs emphasizes the considerable advantages inherent in this type of individualized instruction. These advantages include the student's opportunity to proceed at his own rate, a highly personal relationship with his instructor who provides support and encouragement, the absence of competition with other students, and materials selected specifically for that student are likely to be both interesting and readable. These by no means exhaust the affective advantages of tutoring but neither is affect alone enough to teach children how to read. A program without a structure that is well planned, purposeful, and oriented to the student's needs must in the long run fail. Bruner notes, "The merit of a structure depends upon its power for simplifying information, for generating new propositions, and for increasing the manipulability of a body of knowledge. Structure must always be related to the status and gifts of the learner" (Bruner, 1967).

One example of a tutoring program which lacked such structure should be mentioned here. This program, worthy of note for the lessons that can be obtained from its near failure, took place in Mankato, Minnesota in 1973. It used older students with reading difficulties as tutors for elementary-age remedial readers. In terms of the affective domain, nothing was lacking.

The tutors were both interested and dedicated, and the students showed an initially positive response. However, the program nearly failed because of its lack of cogent structure and organization. Teachers did not know how to direct the program efficiently and students were given assignments so vague that they did not know what they were to do. It became readily apparent that if the program was to continue, several changes involving preparation, training, activities, and evaluation would have to be implemented. Once these changes were made and the program was established, significant gains in measured reading skills were reported in program participants. Hal Dreyer, president of the Minnesota Reading Association and author of this tutoring program, affirms that "programs (tutoring) must be organized, directed, supported, and coordinated by a well-trained reading resource teacher or other qualified person with the background and personality to work well with all involved" (Dreyer, 1973).

This paper, then, is only incidentally concerned with the affective domain. The primary purpose of the following sections is to describe and evaluate one possible structure for tutoring secondary school students who are in need of reading instruction. This section presents an overview of the program, describes the students and the tutoring staff, and details the three strands of the program.

Overview of the Program

In order to meet the needs of students of varying abilities, the tutoring program is divided into three strands. These three strands form a continuum of difficulty in which students ranging from virtual non-readers to those reading at the fourth-grade level can be accommodated. Students enter the program at the beginning of the appropriate strand and proceed through each strand in succession. Within each strand, individualization lies not with instructional procedures but with the rate at which each student progresses. The level of difficulty throughout these three strands increases in incremental steps. This, combined with the completely individualized instruction, allows each student to move up the continuum at his own pace with a minimum of frustration.

Strand one, the Dale Sequence (Graves and Graves, 1972), is designed to teach the Dale List of 769 frequently used words (Dale, 1931). These words form the basic vocabulary of a number of high interest-low vocabulary books designed for secondary students reading considerably below grade level. The list is taught to students who have virtually no sight vocabulary with the primary purpose of equipping them to read these high interest low vocabulary books as soon as possible.

Strand two, Action (Cebulash, 1970), is designed for students who have mastered the words on the Dale List to the point of instant recognition (recognition from a 1/4-second tachistoscopic flash) and are reading at a second to third-grade

level. Action is commercially produced and consists of a systematically arranged set of stories, plays, and exercises together with an extremely detailed teacher's guide for presenting the material.

The third strand, Double Action (Cebulash, 1973), is essentially a continuation of the Action series and provides readings and skills exercises at the fourth-grade level.

Taken together these three strands form an uninterrupted, self-contained, and fully integrated program through which a non-reader can move to a fourth-grade reading level.

During the first three months of the program described here, students met with their University tutors in the Reading Center for 45-minute periods on Mondays, Wednesdays, and Fridays and pursued work in the appropriate strands. On Tuesdays and Thursdays, the students met as a group with a University teacher. These sessions reinforced individual progress and provided opportunities for discussion involving the Imagination unit (Goodykoontz, Howard, 1973), reading and performing plays, working on activities in Know Your World newspaper (Schleifer, 1974), and playing group games.

Tutors submitted lesson plans for each daily lesson and progress reports twice a quarter. They met weekly with the program director, the coordinator, and the resource teacher to discuss, evaluate, and plan the program. In addition, individual meetings were held periodically with tutors for the purpose of clarifying problems and suggesting modifications in instruction

and activities. Because the tutoring practicum is offered as a course in secondary education, tutors received University credit and were evaluated at the end of the quarter.

The Dale List Strand

The lowest readers in the program begin by studying the Dale Sequence in order to master a basic reading vocabulary that will enable them to move quickly into more mature reading materials. The rationale here is that these students must be quickly moved into simple reading material, and the Dale Sequence provides an efficient method for accomplishing this purpose.

The goal for this strand is "instant" recognition of the 769 words on the Dale List, the criterion being recognition at 1/4 of a second as tested using a tachistoscopic device. Because the emphasis here is on instant recognition of the words themselves, phonics is not stressed. The object is for students to learn these as sight words, and it is hoped that they will be able to make phonic generalizations intuitively.

"A Sequence for Teaching the Dale Word List" forms the core of the Dale Strand and gives structure and order to the presentation of those words (Graves and Graves, 1972). Words are grouped into thirty-five units according to spelling patterns. For example, Unit One contains only VC and CVC words using short vowel sounds, and Unit Two contains words with final consonant digraphs. Appendix A presents the

complete contents of Units One and Two. All students in this strand start at the beginning; work on each unit is continued until mastery (instant recognition as defined above) of all words is achieved. Obviously, progress in each unit is dependent on the student's aptitude and is thus highly individualized.

A typical tutoring session includes opportunities for both learning new words and reviewing old ones. The students do word drills for practice in quick recognition and skills exercises for practice in using the words in context. They also read, orally and silently, from low-vocabulary, high-interest level series. Games are played that reinforce the words learned and the tutors read to the students from books of greater vocabulary difficulty. Broken down into components, a tutoring session has this format:

1) vocabulary review

Each session the tutor reviews all of the words taught in the previous session. This is done in order to reinforce the previous lesson, insure that mastery of words already taught has been achieved and maintained, and identify those words not yet mastered for immediate re-teaching. The procedure here is highly structured. First, the words are given to the student in an untimed presentation with the use of flash cards or mastery lists (words from each unit typed on a sheet of paper). When the student knows

the pronunciation of the words in an untimed situation, the tutor flashes the words on the Flash-X (a tachistoscopic device) in a timed presentation. Each word the student knows is checked off on the mastery list. When all the words have been checked off, the list is then dated and signed by the tutor. One copy is given to the student, one is included in the tutor's lesson plan, and the tutor keeps one for his own records. In the event that a student has forgotten a word or group of words, the tutor will identify the words, provide him with more practice, and finally retest him. Tutors also make charts and graphs to record the number of words a student has learned. This is a motivational device providing the student with tangible evidence of success as well as documenting his progress for the program.

2) initial teaching of words

There are three steps for this component. First, the tutor lists the words to be taught on the left side of a sheet of paper. Each word has a blank before it. The tutor tells the student, "Find the word <u>fat</u> and put a check in the blank before the word. Say the word." He does this until the student has checked all the words. If the student misses a word, the tutor gives him immediate feedback by saying, "No, that's not <u>fat</u>, that's <u>fit</u>." If the student does

not get the word the second time, his tutor tells him where it is.

For the next step, the tutor tells the student, "Look at the word fat. When you think you know how to spell the word, cover it up with a piece of paper and write the word on the same line." The student is told to check the word. If he is right, he can go to the next word. If he made a mistake, he is told to look at the word again, cover it, and write it.

The last instruction for the student is to have him pronounce the words in the list. The tutor asks him if there are any words he does not know the meaning of and explains those meanings to him.

3) individual skills work

The object here is to provide practice using both words taught that day and words previously mastered. The students construct sentences and do sentence completion exercises supplied by the tutor using the Dale words. For most students the emphasis is on fitting the words into the sentence syntax rather than on meaning. Some foreign students, however, do need to learn meaning which is also facilitated by these exercises. Tutors may write their own exercises trying to use only those words already taught. They also make crossword puzzles and scrambled word exercises

for the students in order to provide extra practice in a more game-like format.

4) reading by the student

At this stage most of the reading done by the student is oral. In order to minimize possible discouragement and frustration, the oral reading a student does in session is kept brief (maximum of five minutes). At times, the student reads echoically with his tutor. In some part, oral reading is also designed to add variety to the teaching method, provide reinforcement for words already learned, and give the students the satisfaction of reading something. Success then is very important, and the student is not given materials which the tutor knows he will not be able to read. In order to maximize the probability of success, the tutors often prepare reading materials themselves, specifically tailored to their student's needs.

As the student progresses, high-interest easy-reading material available in the Reading Center may also be appropriate. The material should always be suited to the student's ability.

5) game and/or reading to the student

Games are played which, while fun, also reinforce Dale words. They serve to add variety to the sessions and, since they are played at the end of the session,

they can be both a "reward" for a student's effort and relief from a strenuous session. Games using Dale words are designed by the tutoring staff or adapted from existing commercial games.

In reading to the student, the affective advantage of games is preserved by choosing material related to the student's own interests. Hopefully, students will realize that reading can be both fun and done with ease, thus encouraging them to continue to work. In this component material of a higher level of difficulty than the student's own reading ability may be used.

Tutors are given forms on which activities for each component are planned and after the lesson, evaluated in terms of the student's performance.

A sample lesson plan for the Dale Strand is included in Appendix B.

The Action Strand

Two types of students start work in the Action Series--those who have proceeded through the Dale Sequence achieving the requisite instant recognition of the 769 words, and those who have previously achieved equivalent mastery from earlier study. The Action Series, written at a 2.0 to 2.9 grade level, is particularly suited to instruction based on the Dale List. At the beginning of the series, only words from the Dale List

are used, and additional words are introduced gradually. Thus the series allows a smooth transition into actual reading which will provide little initial frustration for the student who has mastered the Dale List. Furthermore, the series is specifically designed for secondary-age students who are reading at the second- or third-grade level.

The core of the Action Strand consists of three unit books through which the student proceeds in sequence, each successive book reinforcing previously taught material and adding incremental amounts of new material. The majority of the skills work is included in the unit books. In addition to the unit books, the Series includes (1) The Fallen Angel, a short story anthology, (2) Take 12/Action Plays which has short open-ended plays and one lengthier closed play, (3) a set of short novels for free and independent reading, (4) ditto masters for supplementary skills exercises, and (5) an LP record which contains stories to be used for the introduction of comprehension skills.

The teacher's manual included with the program provides a highly structured and detailed outline of how to present the material. The ninety lessons found in the manual represent a systematic approach to the stories, plays, and skill-building exercises included in the kit. The teacher's manual is thorough and covers a number of contingencies as well as basic skills. The tutors are required to become very familiar with the manual and follow it with few modifications, changes, or omissions.

In fact, they are encouraged to deviate from the prescribed method only when absolutely necessary, as when group activities included in the manual must be modified for use with individual students. The rate, however, at which these lessons are taken is again dependent entirely upon the aptitude of the individual student.

There are five components in each Action lesson--prereading instruction, guided reading, postreading activities, skills exercises, and a game or free reading. These components are generally presented in the following manner:

1) prereading instruction

Prereading instruction aims at guiding the student in reading a specific selection. A word-attack skill is taught and new words are introduced and practiced. The tutor and student discuss concepts, character types, and circumstances which are included in the story. This discussion helps motivate the student to read the story for that lesson. The stories themselves, however, because they deal directly with interests of junior high school students, are often their own best advertisement.

2) guided reading

In this section the tutor, following the manual, will allow the student to read either a story in the unit book or a selection from The Fallen Angel or

Take 12/Action Plays. These latter readings are somewhat longer and are designed to build the student's confidence in his ability to read longer and longer passages. For the most part the student will read these stories silently but, for diagnostic purposes, the tutor will have him read aloud for a maximum of five minutes so that specific errors can be identified for later work.

3) postreading activities

The purpose of this section is to test and increase the student's comprehension. The students complete the comprehension skill exercise following each story in the unit book. These exercises include such activities as identifying the main idea, sequencing events in the story, noting details, and making inferences based on the reading. Also included are some discussion questions and writing activities.

4) skills exercises

The skills exercises section provides extra practice for the student in those areas in which he is weak, focusing on such areas as comprehension, word attack, and vocabulary. Ditto masters with skill-building exercises are included in the series. At times, tutor-constructed exercises may also be used.

5) game or free reading

The motivation for this section is similar to that of the fifth section of the Dale Sequence. It provides a break in an otherwise strenuous session, serves as a reward, and is, at the same time, both fun and functional. Students are allowed to read independently in the Action novels, which are also used for homework, or games can be played which provide practice in comprehension and word-attack skills.

A sample lesson plan for the Action Strand is included in Appendix C.

The Double Action Strand

Double Action is essentially a continuation of the Action Series. Students who work in Double Action have either completed the Action program or are entering the tutoring program reading at a level slightly higher than those placed in Action. The Double Action Series, written at a 3.0-4.5 grade level, is particularly suited to follow the Action program. Double Action incorporates the vocabulary which has already appeared in Action and introduces an additional 95 words.

Materials in the Double Action kit consist of two unit books, a short story book, a play book, and a record.

Both the objectives and the teaching procedures for Double Action are highly similar to and complementary of the Action

program. Like Action, the Double Action teacher's manual is tightly structured and presents a detailed outline of how to teach the material. The tutors are requred to follow it with few changes.

A typical tutoring session for Double Action students comprises (1) introduction of new words, (2) word-attack skill, (3) oral and silent reading of a story, (4) postreading comprehension exercise, (5) discussion of the story, and (6) writing exercise and/or a game for reinforcement of the word-attack skill. These components are essentially presented in the same manner as those described for Action students.

A sample lesson plan for the Double Action Strand is included in Appendix D.

Group Sessions

On Tuesdays and Thursdays the students met with the program coordinator and the resource teacher in group sessions. Imagination (Goodykootz and Howard, 1973), Know Your World (Schleifer, 1974), Take 12/Action Plays (Cebulash, 1970), and Phonics We Use Learning Games Kit (Lyons and Carnahan, Inc., 1968) formed the core of instruction during these sessions.

Imagination is a high interest-low readability unit designed for multilevel use in junior high school. The unit asks students to use their imaginations in a variety of situations. For example, one section talks about the supernatural, another discusses the realm of daydreams and fantasy, and the last

section provides a glimpse at controversial subjects such as astrology and ESP. Its range of concepts, variety of activities, and relevant topics seemed ideal for the purpose of stimulating students' interest and involvement in the learning process. In addition to an anthology made up of stories, articles, cartoons, and plays, each student had a logbook with exercises that asked for their opinions and expression of ideas.

Know Your World is a weekly newspaper containing news of national interest, sports, and human interest stories all written at approximately a fourth-grade level. Also included are skill-building exercises, crossword puzzles, and comprehension checks for the news stories. On these the students worked both with others and individually.

Take 12/Action Plays contains open-ended plays which the students read and acted out in class. The plays used in class were chosen to contain roles for everyone, the length and difficulty of the role being the criteria for the assignment of parts. A somewhat lengthier and complex play was performed by the students at the end of the twelve weeks and was video-taped for their enjoyment.

Games were played from the Phonics We Use Learning Games Kit, a set of games designed for classroom use with small groups of children. The phonics elements reinforced in the games ranged from the consonant or vowel to the blends, digraphs, and diphthongs, and to the syllable. The games were varied enough

in difficulty and interest to involve everyone in the group and provided reinforcement and practice for the phonics generalizations incorporated into the Dale lessons.

Most of the discussions centered around Know Your World news items and Imagination ideas. They also involved school--how the students were doing in the rest of their classes, which subjects they found to be the most difficult and which they found to be the easiest--extracurricular activities, and home responsibilities. The foreign students provided extra input to the discussions by sharing their specialized backgrounds with the rest of the group.

These discussions generated topics for writing assignments which the students did in class. Most of the assignments were of paragraph length, and sometimes the students included illustrations and cartoons with their written descriptions. They were told not to worry about spelling; the objective was to encourage them to try and formulate their ideas on paper.

The Students

Eight seventh and eighth graders from Marshall-University Junior High School were enrolled in the first three months of the program. As mentioned in Section Two, only four of the eight students selected met the criteria of the program. These four students, in the sixth grade, had to have scored below the tenth percentile on the Vocabulary and Comprehension subtests of the Gates-MacGinitie Reading Test, Level D. In addition to

this test, each student was given a random sample of the Dale List words and was asked to read the words with the Flash-X, a tachistoscopic device for testing instant recognition. Two flash presentations of one-fourth of a second were given followed by a delayed exposure of approximately one second. If the student could not identify the word during the timed exposures, he was given as much time as he needed to pronounce the word. To be eligible for the tutoring program, he must have failed to recognize forty percent of the words during the timed presentations. The students who met these requirements were placed in the Dale Strand of the program.

The remaining four students scored higher on the Gates-MacGinitie Reading Test (hovering around the fifteenth percentile) and were able to recognize eighty percent of the words during timed presentations on the Flash-X. These students were placed in the Action and Double Action Strands of the program.

In the descriptions that follow, a brief introduction will be presented for each student, along with an indication of his initial reading level and a comment regarding his activities during tutoring. Whenever appropriate, an affective statement referring to a unique characteristic or quality will be included.

Four of the eight students were Dale Sequence members. Assam Rajah came to the U.S. in 1972 as a result of the expulsion of all Asians from Uganda. He could read English on approximately

a low second-grade level. Assam was an intelligent and cooperative student who did not hesitate to ask questions concerning instructions and ideas he did not understand. He adhered to the Dale Sequence more that the other students in the program and consistently did homework which included worksheets with sentence completion exercises and sets of flash cards for practicing words he had been taught.

Asha Hussien came to the U.S. from Egypt. At the outset of the program, Asha was reading at approximately the second-grade level. She, like Assam was cooperative and eager to learn. Her most noticeable problem was incorrect sentence intonation and phrasing. Asha and her tutor read echoically so that she could understand more clearly the nature of a sentence. Asha's outstanding characteristic was her insatiable appetite for books. She consumed any number of books her tutor gave her to read outside of class.

The third second-language student was Siga Clark , an Israeli girl who had been in the U.S. two years before she entered the program. Her reading level was at a low-fourth grade. Siga immediately communicated her desire to learn to write in English, and so brief composition exercises were incorporated into her tutoring sessions. Siga, like Asha and Assam, was personable and highly motivated to achieve.

Shortly after his transfer to Marshall from another public school, Peter Hey was placed in the tutoring program. Initial

testing indicated his reading ability to be lower than second grade. His first few tutoring sessions revealed word-recognition problems with polysyllabic and compound words. Reversal problems with the /b/-/d/ and /p/-/g/ combinations were observed in both echoic reading and writing. When present, Peter was an attentive, willing worker who realized his need for help; chronic absenteism, however, made it difficult to keep work progressing at a steady rate.

Juan Mantigo worked in the Action Series, concentrating primarily on vocabularly acquisition. His tutor devised a cumulative chart to record new words learned. In order for a word to be added to the chart, it had to be pronounced, spelled, and used correctly in two sentences. Initial testing indicated Juan's reading level to be approximately fourth grade. Although not uncooperative, he displayed little enthusiasm for reading activities and succeeded in periodically disrupting the class.

With an overabundance of energy and an aptitude for trouble-making, Jake Miller joined the tutoring program in order to "be able to read faster and spell better". Being one of the students who was placed in the program at the last minute to complete the attendance requirement, it was difficult to decide where to begin with Jake. Test scores indicated fifth-grade reading level. Action proved to be too easy; but with a few additional challenges, e.g., spelling emphasis and reading rate,

he settled quite comfortably into Double Action. Jake's greatest concerns were his reading speed and vocabulary. His tutor kept a chart of his comprehension and spelling progress and exposed Jake to as many favorable reading situations as possible to convince him that reading can be enjoyable.

Fred Bernnard, like Jake Miller, was reading on approximately a fifth-grade level and was admitted to the program to fulfill enrollment requirements. Because of chronic absence, no continuity was possible and the most his tutor could be responsible for was providing him with interesting reading material to keep him from disrupting the rest of the class.

Tom Jenson, an eighth grader reading at a fifth-grade level, was placed in Double Action. His vocabulary and comprehension needed to be developed as did his interest in reading generally. His tutor charted the progress he made in those areas and encouraged him to read the stories in Double Action. In his shy, unassertive, and retiring manner, Tom at first led the tutoring staff to believe that he lacked any real interest in or commitment to the goal of learning to read more smoothly and meaningfully. Although not very verbally communicative in class, he did make known his interest in the program by attending every session and arriving on time and by remaining cooperative and receptive during his tutoring sessions.

The Tutoring Staff

Staffing responsibilities were shared by eight tutors, one program director, one coordinator, and one resource teacher. The tutors were undergraduate and graduate students at the University of Minnesota who were enrolled in SeEd 5-615, "Practicum: Secondary Reading--Tutoring Remedial Students" during fall quarter. They represented a variety of backgrounds, perspectives, and goals; and for many of them, this was the first experience in working with remedial readers.

As part of their training, the tutors were asked to read Handbook for the Volunteer Tutor (Rauch, 1969) and The Emergency Reading Teacher's Manual (Fry, 1969). They were also required to study the "Initial Teaching of the Dale List" and "A Sequence for Teaching the Dale Word List." Instructions and assistance were provided for them during weekly group meetings and individual sessions. Since most of them lacked experience and were apprehensive concerning their limited knowledge of techniques, the informal and loosely structured group sessions were devoted to sharing experiences, discussing methods and techniques that worked and did not work, and exchanging information and ideas.

The program director, a University professor of reading, held overall responsibility for the program. He led the tutoring meetings and met periodically with the tutors to discuss their individual problems, to evaluate their effectiveness, and to

provide the kinds of ongoing assitance they required to succeed in the job.

The coordinator, a graduate student in secondary reading, acted as a liaison between Marshall High School and the University. She worked closely with the director in setting up the program and managing the administrative details such as record keeping, testing, and coordinating the efforts of the tutors. She also met with the tutors and assumed responsibility for the group sessions.

In addition to teaching some of the group sessions, the resource teacher worked closely with the tutors for the purpose of clarifying their problems and suggesting modifications in instruction and activities. She was also a graduate student, on leave from her teaching job, and was enrolled at the University to obtain reading certification and a master's degree.

SECTION FOUR

The question of how to evaluate the effects of the tutoring program is, at best, a difficult one. A student's gains in skills and knowledge can be assessed fairly well with objective measures, but relying on only this method has two principle weaknesses. First of all, it tells one little about causation, whether improvement is a result of classroom learning, individual help, incidental learning, extraneous factors or a combination of these. Second, and most important, purely empirical studies at a given point in time can tell little about growth in motivation and interest. Yet it is in precisely these areas (and they may well be two sides of the same coin) that a tutoring program can potentially have its greatest impact. As previously noted, confidence-building, finding someone who cares and is willing to help, and gaining an interest in reading and awareness of its value is as important for the average remedial reader as improved results on standardized tests.

In the final analysis, however, objective evaluation is both desirable and necessary. Improvement in the reading ability of the student is the ultimate criterion of a successful program. An infinite amount of motivation and interest will not, of itself, insure that students learn to read adequately. In fact, lack of significant gains in skills and knowledge will

largely preclude gains due to motivation no matter how positive the affective environment. Conversely, improvement in ability to read can, by itself, be a motivational factor.

Finally then, a tutoring program must be evaluated on two dimensions, objective and subjective, for the two areas are inextricably related. These two sorts of evaluation of the program are presented below followed by a listing of problems and a summary.

Objective Evaluation

At the time of this writing the program had just passed its midpoint. Consequently, final analysis and evaluation of results is impossible here. Medial testing was done, however, and an objective evaluation of the first five months of the program is possible. The results of that testing and some comments and conclusions are included in this section.

The Tests:

The students were all pre- and medially tested using three instruments--the Flash X, a tachistoscopic device used to test instant recognition of words, the Spache Diagnostic Reading Scales, and the Gates-MacGinitie Reading Test, Level D.

Flash-X: This tachistoscopic test was used in screening students for admission to the program. Each student was given a random sample of 20 words taken from the Dale List, and tested for instant recognition. The student had a maximum of four exposures to each word. The first two were timed at one-fourth

of a second. If the student failed to recognize the word on both the first and second trials, the word was exposed manually for approximately one second. In the event that this third trial did not produce recognition, the student was allowed to look at the word in an untimed trial in order to determine if he could read the word at all.

Primarily because the Flash-X test had been used at the time of the students' entry into the program, the same test was administered as part of medial testing. The students, however, had had almost daily practice with the Flash-X since joining the program, and facility and familiarity with the device itself must have significantly increased in the time between the two tests. Insofar as this is true, medial testing with the Flash-X reflects both the students' learning of the words and their familiarity with the device itself. The difference between the pre- and medial test scores are therefore likely to be inflated. However, it is important to note that correct responses at either testing point do indicate that students can read the words.

Gates-MacGinitie: Since the Gates-MacGinitie was used exclusively for testing, it is a less contaminated measure of progress than the Flash-X. However, a problem occurred in the administration of the test which made comparison of the pre- and medial test scores difficult. The initial testing (using Level D, Form 2m) was done external to the program by the students' school as a part of their normal testing procedures,

while the medial test (using Level D, Form 1) was given by the program coordinator. Added to the difference in test environment, then, was the unfortunate fact that, due to oversight, a machine scored test was used initially and a hand scored test was used medially. Though machine and hand scored versions of each form are identical in content, the added difficulty of having to transfer answers to a separate sheet in the machine scored test instead of merely circling the answer causes norms for the former to be slightly higher than for the latter. This difference, however, is small, ranging from .1 to .3 in the ranges tested.

Spache Diagnostic Reading Scales: In constrast to the Gates MacGinitie, the Spache Diagnostic Reading Scales, because of a lack of uncontrolled variables, was considered to be the most reliable of the three tests. Testing was entirely internal to the program and the students were only exposed to the test twice. In addition, it is individually administered where the Gates-MacGinitie is group administered.

Two levels were computed for each student. The instructional level designates the grade level at which the student can be effectively taught. The frustration level is usually between one-half and one grade level higher than this, and represents the limit beyond which the student cannot go, given existing skills, without experiencing a dysfunctional amount of frustration.

The table included below presents the initial and medial results obtained on all three of the tests described above.

Only five of the original eight students were available for medial testing, however. Of the other three, Jake Miller was advanced enough to graduate from the program well before medial testing took place. Peter Hey left the program after transferring to another school. And Fred Bernnard, who had been a steady discipline problem throughout the program attending only a few of the tutoring sessions, left before medial testing.

Initial and Medial Test Scores for the Flash-X Test, the Diagnostic Reading Scales, and the Gates-MacGinitie Test

Student	Flash-X			Gates-MacGinitie			Diagnostic Reading Scales		
	Trial	Initial[1] (# correct)	Medial[2] (# correct)	Sub-test	Initial[3]	Medial[4]	Level	Initial[5]	Medial[6]
Siga Clark	1 (1/4 sec.)	3	18	Vocab-ulary	RS-7	RS-21	In-struc-tional	4.5	6.5
	2 (1/4 sec.)	2	2		GE-2.3	GE-4.0			
	3 (manual 1 sec.)	14	0	Compre-hension	RS-15	RS-29	Frus-tration	5.5	7.5
	4 (untimed)	1	0		GE-3.1	GE-4.2			
Asha Hussien	1	0	17	Vocab-ulary	RS-9	RS-20	In-struc-tional	2.3	3.8
	2	0	3		GE-2.5	GE-3.9			
	3	14	0	Compre-hension	RS-8	RS-16	Frus-tration	3.3	4.5
	4	6	0		GE-2.3	GE-2.7			

Student	Flash-X			Gates-MacGinitie			Diagnostic Reading Scale		
	Trial	Initial	Medial	Sub-test	Initial	Medial	Level	Initial	Medial
Tom Jenson	1	3	14	Vocab-ulary	RS-12	RS-33	In-struc-tional	5.5	6.5
	2	9	2		GE-2.9	GE-6.2			
	3	8	4	Compre-hension	RS-18	RS-32	Frus-tration	6.5	7.5
	4	0	0		GE-3.4	GE-4.7			
Assam Rajah	1	2	7	Vocab-ulary	RS-11	RS-5	In-struc-tional	2.3	3.3
	2	3	6		GE-2.8	GE-8			
	3	5	0	Compre-hension	RS-13	RS-12	Frus-tration	2.8	3.8
	4	10	6[7]		GE-2.9	GE-2.4			

Student	Flash-X			Gates-MacGinitie			Diagnostic Reading Scale		
	Trial	Initial	Medial	Sub-test	Initial	Medial	Level	Initial	Medial
Juan Mantigo	1	3	20	Vocab-ulary	RS-15	RS-19	In-struc-tional	4.5	4.5
	2	14	0		GE-3.3	GE-3.7			
	3	3	0	Compre-hension	RS-23	RS-22	Frus-tration	5.5	5.5
	4	0	0		GE-4.0	GE-3.3			

1) Initial testing of Flash-X varied dependent upon date of identification as prospective
2) All tests: 1/74
3) All tests: 9/74-10?74
4) All tests: 2/74
5) All tests: 10/73
6) All tests: 2/74
7) The total for Assam's medial testing was 19 words. One of the words included was unrecognizable to Assam even in an untimed exposure. For further explanation, see body of the paper.
8) Score for this raw score too low to be assigned a reliable norm.

Average Test Scores for the Three
Measures of Progress

Student	Flash-X			Gates-MacGinitie			Diagnostic Reading Scale		
	Trial	Initial	Medial	Sub-test	Initial	Medial	Level	Initial	Medial
	1	2.2	15.2	Vocab-ulary	RS-10.8	RS-19.6	In-struc-tional	3.8	4.9
	2	5.6	2.6		GE-2.8	GE-3.6			
	3	8.8	0.8	Compre-hension	RS-15.4	RS-22.2	Frus-tration	4.7	5.8
	4	3.4	1.2		GE-3.1	GE-3.5			

Evaluation of Results: In the most general terms significant progress was achieved across the sample as measured by all three tests.

The results of the Flash-X test indicated the greatest progress. This is not surprising for two reasons. First, the Flash-X directly measures mastery of the Dale Word List, which was the primary teaching objective with four of the five students. Second, it was the testing format with which the students were most familiar.

The tremendous gains in correct responses in the two one-fourth second timed trials were gratifying, moving from 39% to 89% in five months of instruction. As indicated above, however, greatly increased familiarity with the device itself almost certainly inflated the difference between pre- and medial test scores. Nevertheless, though the amount of improvement may be inflated, the fact that, on the average, the students have achieved "instant recognition" for almost 90% of a random sample of Dale List words is significant.

The results of the Spache test were positive, with the average instructional level of the student moving from 3.8 to 4.9 in five months.

Improvement was shown in both areas tested by the Gates-MacGinitie. On the comprehension subtest, students went from 3.1 to 3.5 grade levels in five months. The gain on the vocabulary section was the more impressive with the average grade level rising from 2.8 to 3.6 in the same amount of time.

The fact that the students did relatively better in the vocabulary sections of the Gates-MacGinitie and in the Flash-X test is not surprising due to the program's emphasis on building the students' sight vocabularies.

One problem which bears mention here is the relationship between the grade levels designated by the Gates-MacGinitie test and those by the Spache test. The data included here show as much as a three-grade disparity between these two levels, with those of the Gates-MacGinitie being consistently lower. What this means is not, at this point, clear. However, one would expect that the levels indicated by the individually administered Spache test are more accurate than those indicated by the Gates-MacGinitie, a group test.

Considered individually, the students showed varying degrees of progress. The greatest gains were made by two of the foreign students.

Siga achieved 100% instant recognition on the Flash-X Test. She also jumped two grade levels on the Spache test and 1.7 and 1.1 levels respectively on the vocabulary and comprehension sections of the Gates-MacGinitie.

Asha jumped from zero to one hundred percent instant recognition on the Flash-X. On the initial Flash-X test she recognized none of the words in the two one-fourth timed trials. On medial testing, however, she recognized all of the words instantly on the first and second trials. Her instructional level on the Spache test was raised by 1.5 grade levels and on

the vocabulary section of the Gates-MacGinitie by 1.4 grade levels. Her smallest gains came in the comprehension section of the Gates-MacGinitie. But even here her success was only relatively less as she did improve almost half a grade level.

Both Asha and Siga had entered the program with a highly positive attitude toward reading. The same can hardly be said of Tom. Consequently, his improvement is at once less impressive and, in some ways at least, more gratifying. He did not achieve the 100% mark for instant recognition, but he did move from twelve to sixteen words correct in the one-fourth second exposures. Tom had neither Dale Sequence instruction nor practice with the Flash-X, so his progress indicates only incidental learning of the Dale words. His score on the Spache test indicated an increase of one grade level while, on the Gates-MacGinitie test, his comprehension score showed an increased of 1.3 garde levels and his vocabulary score an increase of 3.3 grade levels.

In contrast to these three, Assam and Juan experienced only mixed progress, at least as measured by the instruments used. Assam showed some improvement on the Flash-X test, moving from five words initially to thirteen words medially in the instant recognition trials. However, Assam could read six of the remaining seven only in an untimed trial where he was allowed to study the words. The seventh word was unrecognizable. His best results came on the Spache test where his instructional

level was raised one grade. His results on the Gates-MacGinitie test were confusing, for in both vocabulary and comprehension, Assam regressed. The reasons for this are as yet unknown, but a tentative explanation is that Assam's reading level at the start of the program was so low that his score on the initial test was the result of chance rather than a true indication of his actual reading level.

Finally, Juan. Though Juan did go grom 17 to 20 words correct in the one-fourth second exposure (and 3 to 20 correct on the first timed trial), this could be largely the result of familiarization with the device. It should be noted that even initially Juan got seventeen of the words in the one-fourth second trials and the other three in the one-second trial. In the Spache test, Juan's instructional level remained static, and on the Gates-MacGinitie the vocabulary section showed some progression (.4 of a grade level), while the comprehension showed some regression (.7 of a grade level).

In terms of the objective tests, the, three of the students have shown some substantial gains while the results for the other two were, at best, mixed.

Subjective Evaluation

Two strong indices of the positive affect of the program are the reactions of the students toward reading and the tutors' and students' enthusiasm for the program in general.

Though reactions have been positive in both of these areas, it is in students' attitudes toward reading that results have been most gratifying. The progress of one student who, before starting the program was largely apathetic toward reading, finding it dull and tiresome, has already been significant enough to elicit a spontaneous comment from his mother to the effect that her son was so interested that he was now taking a book to bed with him. Results like these are not limited to the Double Action strand of which this student was a part. Even students in the Dale Sequence whose horizons for the present are the most limited, have expressed surprising interest in reading on their own. One student was so enthusiastic that her tutor had a hard time finding enough appropriate material for her to read. Another student began the year with an extremely negative attitude toward reading in the program, saying he didn't like reading, didn't want to be in the program, wouldn't do anything and was only there because his mother made him. By the end of the quarter, however, he was not only enthusiastic but was professing his interest in reading, doing his homework assignments, and even asking his tutor to provide him with some extra-curricular reading.

While in some cases turnabouts in interest were less spectacular, they were only somewhat so; and it is safe to say that improved motivation has been, even in the early stages of the program, a generalized phenomenon.

Not surprisingly, then, the students' reactions to the program itself were highly positive. This is reflected in several facts: that even among themselves the students talked openly and positively about the program, their tutors, and their reading; that each day they would ask if their tutors were there; that they gained in self-confidence and became more relaxed and verbal; and finally, that they were proud of the program and their participation in it.

That a large measure of the credit for the students' positive attitude goes to the tutors themselves is self-evident. Albert Harris has stated, "the most important single characteristic of a good remedial teacher is his real liking for children. The liking must be genuine--children quickly detect the difference between a warm, friendly person and one who puts on a show of friendliness without really feeling that way. Appearance, dress, age, speech, theoretical knowledge, experience--all these are less important than a genuine fondness for children as they are, complete with their faults and annoying habits" (Harris, 1961).

The truth of this statement was borne out in the program. The tutors were all students themselves, and many of them had neither tutoring nor teaching experience. But they were long on fondness for children in general and their own students in particular. They possessed qualities that are basic to the success of any tutoring program: a desire to help, enthusiasm

for the program, a liking for people, time to devote to their students, and a willingness to learn. For many, their understanding of and sensitivity to the problems of teenagers far outweighed their lack of knowledge about specific reading techniques.

This fact had a lot to do with the students' positive perceptions, and the program was indeed fortunate to have such a group of tutors.

Positive affect, however, cannot and does not flow only from tutors to students and no tutor, no matter how fond, can long remain dedicated in the face of unrelenting hostility or apathy. The feelings held by both tutors and students for a program are mutually influential and tutors as well as students need the positive reinforcement of enthusiasm, cooperation, good-feelings and progress for relationship to be successful. That the students in this program did perceive it to be positive and were enthusiastic helped not only the students' progress but provided significant rewards to the tutors.

All this is not to say that the tutors had an easy job or that it was not frustrating at times. Some discipline was called for. In order to provide some structure for the teaching situation the tutors demanded that students arrive on time, have a minimum of absences, pay attention during the lessons, and not be disruptive.

In order to modify behavior, the tutors used a variety of immediate rewards: they praised their students at least once every lesson for something well done, kept progress charts of new words learned and comprehension mastered, saw that their students had a chance to use their new skills in meaningful situations, and played interesting games that even the poorer students could win occasionally.

Thus, both the instructional environment and the tutors' attitudes were highly supportive and optimistic, and the students perceived an attitude of acceptance and encouragement on the parts of both tutors and the program.

Tailoring individual and group activities to the students' interests, both individually and as teenagers, did much to promote this feeling of acceptance. The tutors took time to discover what the students were interested in and used this as a criterion for selecting materials to be used.

Furthermore, tutors tried to gain an understanding of the experiences peculiar to each student that had led to success or failure and any consequent positive or negative feelings about reading. Many of the students had highly specialized experiences, and the tutors had to practice constant diagnosis en route. They were on the lookout for individual problems and provided for them, either firsthand or vicariously. Foreign students, for instance, often had concept deficiencies and it was necessary for the tutors to be constantly alert for missing concept pieces and fill in the gaps before attempting to teach something new.

A few students had some difficulty with spoken English. Sometimes they didn't have the necessary information or concepts required for communicating in English. At other times, they had the concepts but lacked the vocabulary to express their ideas.

One student lacked the auditory discrimination that would enable h[illegible] to grasp and reproduce some of the speech sounds of English. He couldn't perceive the speech sounds which were not a part of his native language--a difficulty which created problems in sounding out new words. This problem was resolved with practice in discriminating between the sounds he was familiar with and those new to him.

Another student found writing a difficult task. Her spelling was inaccurate, and she could not conceptualize a sentence. At the end of the quarter, however, with composition practice provided by her tutor, she was not only writing paragraphs but short stories as well.

Regardless of the nature of the student's problems, it was to those needs that instruction was aimed without regard to his progress relative to others in the group. In this way, all instruction was germane and to-the-point, providing the student with help in exactly those areas that required it, enabling him to make some gains almost immediately.

All of these factors allowed students and tutors to settle quickly into the program, and almost from the outset sessions

were constructive and purposeful. A state of good rapport between students and tutors seemed to grow quickly and naturally. There were few behavior or discipline problems. In all cases the tutor knew he was hoping to facilitate the students' learning to read which had become for some of them a frustrating process. Enthusiasm, a willingness to learn, and mutual appreciation pervaded the atmosphere during tutoring. An observer was apt to hear comments from the students such as these: "This is my favorite class;" "I love to read;" "I want to learn how to read;" "My tutor's great." And from the tutors, the conclusion arrived at most often was "This is one of the few truly valuable educational experiences I've had."

In the final analysis, of course, any given program is good only insofar as it produces varitable results. The objective results have been presented above. Subjective analysis is also relevant and important because quite simply, the program really should work. The theory of the program is outlined in detail in Section Three, but a short overview may be appropriate here as evidence for that statement.

Basically, the program consists of three strands: the Dale Sequence strand which provides the non-reader with a basic sight vocabulary of 769 words which is fundamental to any reading; and the Action and Double Action strands which provide the student with interesting, relevant and readable material, the difficulty of which increases in only incremental steps.

Probably the greatest strength of the program lies in its provision for veritable non-readers to raise their reading performance to the fourth-grade level both fairly quickly and with a minimum of frustration.

This is due to several factors, all of which are interdependent. First, no matter what the student's level of ability, be he even a complete non-reader, the program allows him to begin with something with which he can cope. Starting at day one the student experiences some success. From this beginning small amounts of new material are added, and the old is consistently reinforced. The student progresses at his own rate, and individual problems are handled individually. The real beauty of the program, however, lies in its integration and control. Each strand leads directly into another strand, and moving from one to the other is really no harder than moving from one lesson to the next. Vocabulary and task difficulty are carefully controlled, and the student is never asked to do anything beyond his ability, yet his ability is being constantly increased.

A final factor, and perhaps the most telling one in terms of the likelihood of success has been the suitability of the Action and Double Action readings for bridging the gap between primary school reading levels and secondary school interests. One need not rely entirely on intuitions in this area, however. The willingness of formerly apathetic readers to tackle readings

in these series speaks well for their ability to attract and hold interest.

Problems of the Program

As in any program of this type, problems have arisen. Many of these are logistical/administrative and are treated in Section Two. Others were questions of implementation. One such was the debate over the efficacy of the Flash-X. Some tutors thought it a valuable device for measuring instant recognition, others thought it a motivational device because the students enjoyed using it, and some felt it was inadequate and even a hindrance to learning the words. The latter group discovered their students were anticipating the words, i.e., they knew which word came next on the Flash-X because they had been taught the words in the same order. These tutors chose the alternative of flash cards.

Another question lay in the teaching of the Dale words. About halfway through the quarter, it became evident that too much time was being spent on teaching the Dale words to some students who learned easily and quickly. Instead of taking these students through all of the steps as listed in the initial teaching of the words, their tutors adopted a modified approach whereby they had the student read the words on the list and taught only those he did not know. This modification seemed to work in that it sped up the pace while not sacrificing the students' learning of the words.

A logistic problem grew out of the fact that, because the tutors could meet with the students only three days a week, they were not available the other two days that the students were required to be present. The students, therefore, met with the University teacher twice a week. These group sessions comprised the weakest part of the program because they lacked any real structure of purpose. The students enjoyed the activities, discussions and games, but there was always the question of the purpose behind these activities and a way to structure them. This problem has yet to be resolved.

These problems, and others like them, are not terribly serious. They can be, and in some cases were, corrected with a little flexibility, imagination, and work. There were, however, two more fundamental criticisms which could affect the vaibility of the program for large numbers of students adn its ability to bring the students to the point where progress becomes self-sustaining. The first of these lies in the question of whether some of the students are being sufficiently challenged. Action and Double Action materials only go up to the fourth grade level. Judging from the ease with which two of the students (Tom and Juan) completed the stories and exercises, it would seem that the material was too easy for them. Since the test results indicate that Tom made substantial gains in the program while Juan did not, the questions of the value of the program for these and similar students remains unanswered.

Secondly, and perhaps most seriously, is the fact that from its inception the teaching of the Dale Sequence has been plagued by one question: since the words were being taught as sight words grouped by spelling patterns without direct attention given to students' ability to make phonic generalizations, would the students be able to generalize these spelling patterns when they came to new reading material. Obviously it is hoped that they would be able to make phonic generalizations, but this hypothesis has yet to be accepted or rejected. Informal testing in the form of subjecting the students to new materials has so far been inconclusive. Tutors' reports indicate that most students are generalizing phonics rules. However, one student has trouble with decoding unfamiliar words, even those with spelling patterns similar to those he learned from the Dale List.

Examination of this question will be one of the major emphases in the post-testing and objective evaluation at the end of the program. If findings indicate that generalization is not taking place with a significant number of students, the program will have to be modified in an attempt to correct this.

Summary

Overall the first five months of the program have evidenced considerable success. By objective standards three of the students have improved markedly while the other two have

experienced mixed improvement. Insofar as the objective data are the results of medial testing, they are not meant to provide the basis for definitive judgments but merely indicate the direction in which the students are moving. The direction at this point seems to be positive across the population.

The most gratifying results, however, are to be found in the realm of students' response to reading and the program in general. Marked improvement in attitudes toward reading and desires to learn to read have been both implicitly and explicitly expressed by almost all of the students.

Thus, the program seems to have produced positive results in both the objective and subjective areas referred to at the beginning of this section. Improvement in the reading ability of the students, which forms the ultimate criterion for judging a program's success, is, in fact, taking place. Moreover, that improvement is being supported by the increasingly positive perceptions of reading as useful and enjoyable, which make such progress self-sustaining. If the results of final testing support these directions and conclusions, the program must be judged as successful.

SECTION FIVE

As so many professionals have noted, tutoring programs embody a possible solution to the problems of remedial readers. Yet, because of a dearth of well-documented studies, the teacher or administrator who sets out to design an effective program is more often than not forced to rely largely on intuition.

One of the objectives of this paper, and especially of its documentation, has been to communicate experience. Hopefully, as more and different approaches to tutoring are tried and documented, future programs will have the inestimable advantage of being able to imitate and elaborate on the successes and avoid the pitfalls of previous programs.

The successes and problems of the program described here have been documented in previous sections. It is the purpose of this section to make specific suggestions, many of which have already been incorporated into the on-going program at the University of Minnesota, in the hopes that others may profit accordingly. Toward this end, the following recommendations are made:

1) Accept into the program only those students for whom it is designed--junior high school students reading at or below the second grade level. Because of circumstances of enrollment requirements and the program's relations with the school, three of the students accepted were known to be well above this level.

The program thus provided them with little challenge or room for improvement. Not surprisingly, then, significant attendance and interest problems arose with them.

2) Develop an efficient method for graduating the students out of the program once they have achieved the stated objectives. Helpful in this way would be more specific, behaviorally stated goals and criteria for graduation. Furthermore, as progress is highly individualized, so should graduation be. A student should not have to remain in the program if he has completed it, just because of administrative convenience in terms of the school year.

3) Institute a spaced review system providing the tutors with a structured and principled method for review. An example of this type of system might be monthly random samples of words taught to diagnose problems and determine modifications of procedure dependent on student success. This would allow the tutoring to, as closely as possible, reflect the students optimum rate of progress.

4) Give serious consideration to the instruments to be used in testing and re-testing and, as much as possible, keep testing internal to the program. In this context, measures of ability in both silent and oral reading are needed as well as comprehension and vocabulary. It has been recommended that the Flash-X not be used for testing if it is to be used during tutoring sessions to measure word mastery. One alternative would be to use the Flash-X in tutoring sessions and some other

tachistoscopic device for testing, thereby eliminating the variable of practice which makes evaluation of progress difficult.

5) Design and implement a tutor training component of the program for purposes of explaining the following:

a. The three strands, their interrelation and object
b. When and how to use oral reading and what to do with oral reading errors
c. When to supply a difficult word and when to help the student sound it out
d. How to test comprehension and promote discussions
e. When and how to use echoic reading
f. When and how to stop a frustrating performance
g. How to direct phrasing, inflection, and enunciation
h. How to handle non-responses and wrong answers
i. How to evaluate performance and recognize mastery

These areas are experientially derived and represent the major areas in which the staff gave the tutors in-service direction. A training program dealing with these problems before the start of the tutoring program would have been valuable to both students and tutors. (For more specific guidelines as to structure and content of such a training program see the Volunteer Tutor Handbook, published by the International

Reading Association, 1969, and Training, Materials and Consulting Project for Volunteers in Reading, a proposal submitted to Title I Higher Education Coordinating Commission by Michael F. Graves, 1974.)

In this context it is recommended that programmed materials which take the tutor through each step, explaining in detail how they should be taught would be useful.

6) Provide a mechanism for periodic (perhaps monthly) consultation between a student's tutor and his regular classroom teachers. It would be beneficial to know what his teachers do in class and how they handle individual reading difficulties in a group. Closer examination and mutual suggestion of possible techniques between teacher and tutor would, hopefully, produce complementary and mutually reinforcing methods of instruction and produce a sort of multiplier effect, thus benefiting the student more than either teacher or tutor could alone. Without this, the students' tutor and teachers may find themselves, if not at odds, at least moving in different directions, thus vitiating the benefits of both types of instruction.

7) Maintain close communication and rapport with the administration of the students' school with a view toward coordinating policy on such matters as student selection for the program, attendance, tardiness, registration, etc. (See Section Two for details of problems faced by the program in this area.)

8) Make documentation as complete as possible. Thorough and detailed records should be kept covering specific methods, procedures, and changes in them; testing devices and results; and the progress of individual students.

9) Involve, as much as possible, the parents of the students. Meetings should be arranged with the parents to explain the program and its goals, discuss the progress and problems of their children, suggest ways in which they can help at home, and generally elicit support of the parents for the program, its goals and their child's role in it.

10) If time, facilities, and numbers of students permit, make the program as experimental as possible. One question that needs to be examined is the relative merit of a phonics approach versus a whole word approach. The progress of two groups of students, each using one of the approaches, could be compared and judgments made on the relative efficacy of the two approaches.

This question is one that the University of Minnesota tutoring program hopes to examine when a larger and more homogeneous population has been gathered.

This is still, and for some time will remain, an infant program. Thus the ideas, procedures and recommendations described above can only be the first steps toward a truly viable and effective program. It is, however, both the hope and the motivation behind this paper that the experiences recorded and

the ideas espoused here will be useful for others who see in tutoring a possible method for helping the "11 million crippled readers" cited by Commissioner Allen. If it succeeds in providing such help both the paper and, to a great extent, the program can be considered successes.

APPENDIX A

A SEQUENCE FOR TEACHING THE DALE WORD LIST

UNIT ONE

PREREQUISITE SKILLS

1. Distinguishes English sounds.
2. Distinguishes all letters.
3. Knows all letter names.
4. Distinguishes between consonants and vowels.

SOUNDS

1. Initial sounds of b, c/k, d, f, g/g, h, l, m, n, p, r, s/s, t, y/y, w.
2. Final sounds of b, d, g/g, n, p, s/s, t, x/ks.
3. Short vowel sounds in CVC and VC words.

WORD LIST

Short "a"--am, an, at, bad, bag, can, cap, fat, had, hat, ran, man, sat

Short "e"--bed, get, let, men, mat, red, set, ten, yes, pen, yet

Short "i"--big, bit, did, fit, him, if, in, it, sit, six, win, fix

Short "o"--box, dog, God, got, hot, log, lot, not, on, top

Short "u"--but, cup, cut, run, sun, up, us

SKILLS AND RULES

1. Work on blending should begin here and continue.
2. The vowel in CVC and VC words is usually short.

UNIT TWO

SOUNDS

4. Initial sounds of j, k.
5. Final sounds of ff, ll, ss, zz, gg.
6. Final sounds of ft, ld, lp, lf, lk, lt, mp, nd, ng, nk, nt, pt, ts, xt, ct, ps.

WORD LIST

Short "a"--and, band, hang, hand, land, sand, sang, act, bank, pass

Short "e"--bell, fell, felt, help, kept, next, sell, send, sent, tell, well, went, end, left, self, egg

Short "i"--bill, fill, till, hill, its, kill, milk, silk, mill, miss, kiss, ring, king, sing, will, wing, gift, lift, lips

Short "o"--long, off, soft, song

Short "u"--bump, full, hunt, pull, jump

SKILLS AND RULES

3. Work of blending consonant sounds should begin.
4. When two of the same consonants are side by side, only one sound is usually heard.

APPENDIX B

DALE LIST

Tutor Kate

Pupil Assam

ACTIVITY	DESCRIPTION & EVALUATION OF ACTIVITY & STUDENT PERFORMANCE	TIME
Vocabulary Review	Do timed review of Unit 4 words, second half of list, using the Flash-X. Check Assam's homework on Unit t words. Do untimed review of Unit 4 words, using the mastery list and flash cards.	10
	Assam missed four words on the Flash-X. Of the nine sentences on the homework assignment, Assam got four right. He probably didn't spend enough time on this--the sentences were mainly composed of Dale words and he seemed to know the meanings of the new words on Monday. Assam got all the words correct on the untimed presentation of Unit 5.	
Initial Teaching of Words	Introduce Unit 6 words, first half of list.	10
	These words didn't seem to give Assam any trouble. He was able to pronounce nearly all of them without my help. I really thought this set would be confusing since many of the words are similar in configuration and many of them are function words.	
Oral Reading	Have Assam read the story "King" orally. (This is a "heart-breaking" story about a dog; it is constructed from Dale words, Units 1-5.)	5
	Assam was able to read the story quite well. I think he was pleased with himself. A lightbulb really went on with the name "King". He's seeing a movie in English about a lion named "King".	

Individual Skills Work 10

Do sentence completion exercise for Unit 6 words. Give Assam a review exercise for Unit 4 for homework.

Assam didn't have any trouble choosing new words for the sentence completion exercise. Out of 12 sentences he misread three Dale words from previous units: left, bell, bed. We went through the homework assignment for difficult words.

Game/Reading to the Student 10

Play the "Game Without a Name," using words from Units 4-6.

We just got started on this.

APPENDIX C

ACTION

Tutor Ginger

Date February 11, 1974 Pupil Asha

ACTIVITY	DESCRIPTION & EVALUATION OF ACTIVITY & STUDENT PERFORMANCE	TIME
Pre-reading Activities	Do pre-reading activities for Lesson 13 stressing the vowel "y." Explain what sequence means and tell Asha to pay special attention to the sequence of the story.	10
	Asha understood about "y." She did well on the exercises and had them all correct.	
Reading Activity	Have Asha read the story "The Broken Window Mystery."	5
	Asha read the story to herself. I asked her to read it silently, but she still reads it aloud--quietly, to herself. Maybe the noise in the room bothers her and it helps her to concentrate if she moves her lips. I don't know.	
Post-reading Activities	Discuss the story and have Asha do the exercises at the end. Graph the percent of correct answers. (Use Lesson 13 follow-up review in story discussion.)	10
	Asha got one question wrong, the sequence question on the post-reading exercises. We discussed the story and she gave some good answers to questions I asked. She always seems to come up with a solution to the problem.	

Additional Individual Skills Work 10

Give Asha worksheets on the vowel "y". If she has no problems with this vowel, she can do the worksheets for homework--for practice. If she does have problems, have her work on them in class and then correct them.

Asha had no problems with the vowel "y". I gave her both the worksheets to do and she did both of them in class. We will correct them on Wednesday.

Game/Free Reading 10

Discuss The Runaway, the book Asha took home to read. She should be able to tell what the story is about. Use the rest of the time for free reading.

We didn't talk about The Runaway because Asha wanted to choose another book to read at home. We selected The Parent Trap and I read part of the first chapter to her.

APPENDIX D

DOUBLE ACTION

Tutor Colleen

Date January 16, 1974 Pupil Tom

ACTIVITY	DESCRIPTION & EVALUATION OF ACTIVITY & STUDENT PERFORMANCE	TIME
Pre-reading Activities		10
	Finish writing exercise based on Monday's story (p. 33 TG). For vocabulary exercise (p. 32 Unit Book 2) read new words in phrases--chart correct pronunciations, spellings, and meanings. Review contractions--explain what they are and ask for examples--and have Tom do the contractions exercise (p. 33 Unit Book 2). Introduce story by discussing "persistence."	
	Tom's written paragraph showed understanding of the story but was poorly written--run on sentences and spelling errors. Out of 7 vocabulary words, Tom spelled one wrong and missed two contractions in the exercise (breaking contractions into words).	
Reading Activity		15
	Read "The Trouble with Harry"--Lesson 51. Tom will read orally for two minutes and silently the rest of the story.	
	In two minutes, Tom read orally 230 words with 4 errors.	
Post-reading Activities		5
	Have Tom do the comprehension exercises (pp. 40 and 41 in Unit Book 2) and check his answers. In addition to these exercises, we'll do the discussion questions (p. 33 TG).	
	Tom got all 7 of the comprehension questions correct and was interested in discussing the story. He expanded upon the discussion questions.	

Additional Individual Skills Work 10

Give Tom an oral contraction quiz which is an adaptation from contraction football (p. 33 TG). Also, give him a short review on long "e"--ee, ea--and ask for examples. Explain that long "e" can be spelled as ea or ee (p. 33 TG).

In the oral contraction quiz Tom was 100% correct in making contractions from words. In the long "e" review, he missed one word with letters deleted--cl__n.

Game 5

Allow Tom to choose one game from Phonics We Use Learning Game Kit.

We played "Full House" which is a game of consonant blends.

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